

LESSON PLAN OUTLINE

Day One, Workshop II (Natacha Livak)

The Kentucky Historical Society wants you to put the strategies you learned today into practice! With **Picturing America** as a resource in your classroom, you have a wonderful opportunity to introduce exciting documents and histories to your students. We encourage you to develop a lesson plan that either incorporates the paintings discussed today or other Picturing America artworks that integrate well with your curriculum.

On the other side is an outline to help you develop your lesson. You should choose a **theme** (examples: Narrative Painting, Portraiture, Politics in Painting, People, Places) to help guide your object selection and questions. We recommend you start with **two artworks** and develop questions and activities around them. If you want to include more artworks, that is fine, but we recommend no more than **three** or **four** for a successful lesson (you want to keep students engaged and excited--too many objects in a lesson can be overwhelming and counter-productive).

Here are some possible themes and object choices (be creative!):

Themes: Portraiture/People/American Heroes:

- Compare Gilbert Stuart's *George Washington (the Lansdowne portrait)*, 1796 to either John Singleton Copley's *Paul Revere*, 1768 and/or Norman Rockwell's *Freedom of Speech, The Saturday Evening Post*, 1943

Themes: Narrative Painting/Politics in Painting/Places:

- Compare George Caleb Bingham's *The County Election*, 1852 with Norman Rockwell's *Freedom of Speech, The Saturday Evening Post*, 1943
- Compare Grant Wood's *The Midnight Ride of Paul Revere*, 1931 with John Singleton Copley's *Paul Revere*, 1768

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LESSON THEME

LESSON GOALS

LESSON OBJECTIVES

Students will be able to:

ARTWORKS

2 minimum, 4 maximum:

- 1.**
- 2.**
- 3.**
- 4.**

MATERIALS NEEDED

Examples: art supplies, posters, books, music, DVDs, etc.

QUESTIONS FOR FIRST ARTWORK

Include both divergent and convergent questions:

QUESTIONS FOR SECOND ARTWORK

Include both divergent and convergent questions:

ART ACTIVITY

To do during (i.e.: observational drawing) or after lesson (i.e.: self-portrait with attributes)